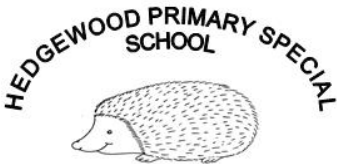


# Hedgewood Special School

## Local Offer & Entry and Exit Criteria

	<p>Hedgewood School Weymouth Road Hayes Middlesex UB4 8NF</p>
<p><b>Tel :</b></p>	<p><b>020 8845 6756</b></p>
<p><b>Email:</b></p>	<p><b>office@hedgewood.org</b></p>
<p><b>School Website :</b></p>	<p><a href="https://www.hedgewood.org/">https://www.hedgewood.org/</a></p>
<p><b>Needs Catered for</b></p>	<p><b>Pupils with Complex Moderate Learning Difficulties including Autism.</b></p>
<p><b>Age Range</b></p>	<p><b>4-11 Years</b></p>
<p><b>Designated capacity</b></p>	<p><b>190 pupils</b></p>
<p><b>How are the children admitted?</b></p>	<p>Entry to the school is for children and young people with Education, Health and Care plan (EHC plan) who meet the criteria described below. Admission is coordinated by the SEN Assessment Team at the Civic Centre, Uxbridge, UB8 1UW <a href="mailto:SENsupport@hillingdon.gov.uk">SENsupport@hillingdon.gov.uk</a></p>
<h3 style="text-align: center;">ENTRY Criteria</h3>	
<p><b>Cognition and Learning</b></p>	<p>Moderate Learning difficulties, which is defined as pupils who have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. Pupils may also have associated speech and language delay, low self-esteem, low levels of concentration and under developed social skills.</p> <p>Autistic Spectrum Condition at a complex level, for pupils who are no longer able to cope in a mainstream classroom. ASC pupils admitted to Hedgewood must fit within the cognitive and general profile for admission.</p>
<p><b>Communication and Interaction</b></p>	<p>Communication difficulties include pupils who may be nonverbal, pre verbal, echoic, echolaic or verbal.</p> <p>Significant speech and language delay/disorder is a barrier to pupil learning.</p>
<p><b>Social and Emotional Health and Wellbeing</b></p>	<p>Pupils may be socially vulnerable, lacking confidence and experiencing low self-esteem or anxiety about themselves as learners. Pupils often demonstrate behaviours of concern that require specialist interventions.</p>

## Physical, Sensory, Medical

Many of the pupils have multiple difficulties, which include sensory and/or physical, medical, behavioural and social needs these have impacted on their capacity to learn and make progress.

## School Offer



### What is Hedgewood School and who is it for?

- See above



### Who are you and what are your skills?

- A Local Authority Maintained primary special school for pupils with a wide range of different complex needs, including social and communication difficulties (including those on the Autistic Spectrum), as well as pupils with sensory, physical, medical and/or additional learning needs. Some pupils may have challenging behaviours.
- We also hold National Autistic Society Advanced Accreditation.
- We are the Autism Education Trust Hub for Hillingdon. We deliver these courses to mainstream schools and enhance practice in ASC.
- The school has vast experience in a range of strategies including:
  - Complex Autism (AET)
  - TEACCH
  - Studio 3- Managing challenging behaviour (Low arousal approach)
  - Hedgewood ABC (Prevent Teach Reinforce Model)
  - Essentials for Living (EfL)
  - Attention Autism
  - Intensive Interaction
  - Social Stories and Comic Strip Conversations
  - Sign-a-long
  - NAS Early Birds and Early Bird +
  - ELKLAN
  - Mental Health First Aid Training for Youth



### What can my child access at your school?

- Classes are well - resourced for the specialist strategies.
- Whole group teaching
- Small group teaching
- Paired teaching
- 1:1 teaching (according to need)
- Extended Schools Opportunities

- Behaviour support –Studio 3 (low arousal approach)
- A wide range of facilities e.g. Trim Track, Therapy Proprioceptive Space, Library, Outdoor Learning Areas, Bike Track, Swings.
- Positive Behaviour support following the Low Arousal approach; Studio 111 & Hedgewood ABC

The school has well trained and experienced staff in supporting children and young people with ASC.

Delivery of learning is informed and supported by our embedded therapy team through direct class support:

- Speech and Language Therapists
- Occupational therapist
- 

As well as connecting with

- Children and Adult Mental Health Services for Learning disabilities (CAMHS LD) – by referral
- Educational Psychology Support
- School Nursing Team [ Asthma, Epilepsy & Anaphylaxis as well as other more complex medical needs]

## EXIT Criteria

The pupil has achieved his/her short and long term objectives.

The pupil has achieved a developmental stage of at least 3 –4-year-old level and the indications are that the young person is making ‘outstanding’ sustainable progress when considering his/her progress from the end of Key stage 1 (Year 2) to the end of Key Stage 2 (Year 6).

The pupil is motivated to learn, is becoming more independent and can learn alongside his/her peers with a lower staff/pupil ratio.

The pupil has a consistent and effective method of communication.

The pupil can manage his/her personal care needs with either minimal adult assistance or with additional adult assistance

The pupil can manage his/her behavioural needs with adult assistance.

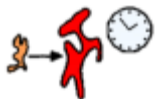
The pupil can develop friendship networks with adult prompts.

The pupil has a positive image about themselves as a learner.

An extensive, carefully planned and incrementally challenging transition programme has been completed and the young person is appropriately prepared for a successful secondary school transfer.

## Further information about the school \*\* see regulations below

### PROVISION



#### How will you help my child transition into and out from your school?

- All children entering and leaving Hedgewood have a transition programme
- From Nursery to school- Staff visit nursery, talk to staff, invite parents/carers to visit with child and arrange induction visits before start and also conduct home visits.
- From Hedgewood to mainstream – any pupil integrating into mainstream will have a structured transition programme, e.g. 1 day a week at mainstream (supported) for 6 months.
- From Hedgewood to Secondary (Specialist/ARP/Mainstream) - The transition programme with secondary schools starts the previous September and intensifies in the final summer term.



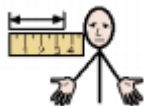
### **What do you teach my child?**

- Our curriculum is designed to address unique learning barriers, with highly personalised provision to meet each child's needs. Our broad and balanced curriculum is taught in conjunction with the personalised targets set out in each child's Personal Learning Plan (PLP).
- We have **four** distinct curriculum phases, each having a clear focus and progression. These four phases provide a comprehensive overview of our school's curriculum.
- Whilst the phases are distinct, we continually review pupils' progress, moving pupils (across phases) as their learning needs change, ensuring a seamless learning experience.
- The four phases enable us to tailor curriculum content, pedagogy and pace to ensure each child can fully access and engage with the learning, optimising their progress and success.
- More curriculum in detail can be found on the on the Hedgewood Website.



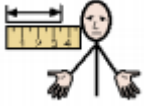
### **How will the curriculum be adapted to support my child?**

- Every pupil has a Personalised Learning Plan (PLP) to address specific needs and learning gaps. Through our precise use of evidence-based tools, where and when appropriate, we ensure a smooth transition from functional to formal learning.
- The four phases enable us to tailor curriculum content, pedagogy and pace to ensure each child can fully access and engage with the learning, optimising their progress and success



### **How will you monitor and review the impact of the provision and my child's progress?**

- Our teachers employ various evidence-based tools tailored to different curriculum phases to ensure a smooth transition from functional to formal learning.  
These include:
- VB-MAPP: Used in Phase 1 and early Phase 2 to assess and address barriers to communication, attention, and interaction.
- ABLLS: Used in higher Phase 2 and Phase 3 to address barriers to language development, social interaction, self-help, and academic skills.
- Autism Progress: This assessment is used to address barriers to emotional regulation and social understanding
- Our use of formative assessments to track progress against individualised targets in PLPs which are derived from EHCP targets. Teachers use "assess, plan, do, review" cycle to meet the needs of pupils and ensure
- The Hedgewood assessment tool has been developed with education experts, BCBAs, Speech & Language Therapists, Occupational Therapists, parents and school governors.



### **How do you prepare children for adulthood?**

- The curriculum is based around the development of social, communication and independence skills.
- Specifically, we encourage pupils to take responsibility as much as possible (e.g. Class helpers, Eco warriors, pay buddies, School Council, Junior Citizenship).



### **How will you develop my child's social skills?**

We offer an extensive range of opportunities inside and outside of the school environment:

- Regular onsite curriculum and wellbeing based activities and theme days
- Regular offsite curriculum based activities
- Assemblies/Presentations
- Extended School – After School Clubs and residential trips
- School council, play buddies, Eco Warriors.
- Sensory Garden and outdoor learning
- Talking Partners
- Bucket time
- Year 6 residential trips.
- The outside environment is designed with social skills development in mind.
- All pupils are encouraged to be active and engage with playground games.



### **How do I know you are doing all of this?**

- Information can also be gathered by;
- Visiting our website
- Looking at Ofsted Reports
- Talk to the Co-Headteachers/Deputy Headteacher/ Assistant Headteachers/Family Services/Governors
- School newsletters and updates via the School Instagram Pages
- Updates of your child's progress can be seen in your child's SEESAW Learning Journeys



### **How will my child be part of the wider school?**

- Assemblies
- Walks around the school
- Lunchtime Clubs
- Shared Playtimes
- Paired classes (e.g. an older class paired with younger class for organised activity)

## PARENTS



### How do you communicate with parents?

Hedgewood reports to parents in a wide variety of ways.

- Daily/Regular home-school contact via SEESAW app or Home School book
- Telephone calls
- Teacher-parent/carer meeting (formal and informal)
- Parent/Carer workshops
- Bi-weekly newsletters
- Website
- Parentmail Texting service
- School Instagram page
- At the gate conversations



### How will pupils / young people and parents contribute to the processes, planning and assessment?

- Formal parent/carer meeting e.g. PLP reviews, Parents Evenings and Annual Reviews
- Informal meetings
- Parent questionnaires
- Pupil questionnaires
- Pupil participation in meetings where appropriate
- Pupil self-assessment



### What support is available to parents?

- Extended School Programme including; Breakfast clubs; Afterschool Clubs; Holiday clubs.
- Family Services offer a range of support and links Including fortnightly Parents coffee afternoons, Formal and informal meetings.
- Extensive menu of parent /carer workshops
- Senior Leadership team – available to meet with parents/carers
- Access to SaLT/OT/PBS support

Where further information about the school can be obtained :

<https://hedgewood.org/>

### LOCAL OFFER REGULATIONS Schedule 1.

- (a) Their approach to teaching of children and young people with special educational needs;
- (b) How they adapt the curriculum and additional learning support available to children and young people with special educational needs;
- (c) How the progress towards any the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review;
- (d) How the effectiveness of special educational provision will be assessed and evaluated, including information about how children, their parents and young people will take part in any assessment and evaluation;
- (e) How facilities that are available can be accessed by children and young people with special educational needs;
- (f) What activities are available for children and young people with special educational needs in addition to the curriculum; and
- (g) What support is available for children and young people with special educational needs.